University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Language Analysis			
Code: LING11008	SCQF Level: 11 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	L Holmes		
Summary of Module			
This module is designed to assist students in understanding, and in developing the associated skills related to, the key theories of language required within the field of Teaching English for Speakers of Other Languages (TESOL). It will serve as a core module for the MEd in TESOL, and is designed for any student interested in studying for a postgraduate teaching qualification, whether it be a Certificate, Diploma or Masters, in TESOL. The module will introduce students to a range of knowledge and skills required by a TESOL practitioner, specifically with regard to descriptions of language and language analysis. The module will cover the teaching of language systems (discourse and syntax, morphology, lexis and phonology, grammatic and language frameworks as well as semantics). Students will develop an awareness of the English language with a focus on phonology and grammar through an introduction to theories of language analysis and description, and their relevance to the teacher's role in second language teaching. Students will study the varieties of grammar (prescriptive, descriptive, reference, pedagogic and theoretical) as well as develop an ability to analyse and explain pronunciation, lexis, syntax and discourse in context.			

Module Delivery Method					
Face-To-Face	**Blended**	**Fully Online**	**HybridC**	**Hybrid 0**	**Work-Based Learning**
☐	☒	☐	☐	☐	☐
See Guidance Note for details.					

Campus(es) for Module Delivery
The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
☒	☐	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☐	Term 3	☐

Learning Outcomes: (maximum of 5 statements) **These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.** At the end of this module the student will be able to:	
L1	Demonstrate a critical understanding of English grammar, lexis, semantics or phonology and its use in the TESOL context.
L2	Critically analyse language to enhance TESOL practice.
L3	Using different types of language analysis, critically analyse both spoken and written texts for the TESOL context.
L4	Demonstrate an ability to communicate effectively and appropriately, orally and in writing, in interpersonal and in academic style
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF Level **11** • Knowledge that covers and integrates most, if not all, of the main areas of a subject discipline – including their features, boundaries, terminology and conventions. • A critical understanding of the principal theories, principles and concepts. • A critical understanding of a range of specialised theories, principles and concepts. • Extensive, detailed and critical knowledge and understanding in one or more specialisms, much of which is at, or informed by, developments at the forefront.

	• A critical awareness of current issues in a subject/discipline and one or more specialisms.
Practice: Applied Knowledge and Understanding	SCQF Level **11** • Use a significant range of the principal skills, techniques, practices and/or materials which are associated with a subject/discipline. • Use a range of specialised skills, techniques, practices and/or materials which are at the forefront of, or informed by, forefront developments. • Apply a range of standard and specialised research or equivalent instruments and techniques of enquiry. • Plan and execute a significant project of research, investigation or development. • Demonstrate originality or creativity in the application of knowledge, understanding and/or practices. • Practise in a wide and often unpredictable variety of professional level contexts.
Generic Cognitive skills	SCQF Level **11** • Apply critical analysis, evaluation and synthesis to issues which are at the forefront of, or informed by, developments at the forefront of a subject/discipline. • Identify, conceptualise and define new and abstract problems and issues. • Develop original and creative responses to problems and issues. • Critically review, consolidate and extend knowledge, skills practices and thinking in a subject/discipline. • Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information
Communication, ICT and Numeracy Skills	SCQF Level **11** A range of advanced and specialised skills as appropriate to a subject/discipline, for example: • Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise. • Communicate with peers, more senior colleagues and specialists. • Use a wide range of software to support and enhance work at this level and specify new software or refinements/improvements to existing software to

	• increase effectiveness. • Undertake critical evaluations of a wide range of numerical and graphical data
Autonomy, Accountability and Working with others	SCQF Level **11** • Exercise substantial autonomy and initiative in professional and equivalent activities • Take responsibility for own work and for the work of others; • Practise in ways which draw on critical reflection on own and others' roles and responsibilities • Deal with complex ethical and professional issues and make informed • judgements on issues not addressed by current professional and/or ethical codes or practices.

Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	**Module Title:**
	Other:	
Co-requisites	**Module Code:**	**Module Title:**

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture/Core Content Delivery	36
Independent Study	164
	200
**Indicative Resources: (eg. Core text, journals, internet access)	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Brown and Yule (1984) Teaching the Spoken Language, Cambridge: CUP

Crystal, D. (2003), English as a Global Language (2nd Ed.), Cambridge: CUP

de Swaan, A. (2002) Words of the World: The Global Language System. New York: Wylie Holmes, J. (2013) An Introduction to Sociolinguistics (4th Ed.) Abingdon: Routledge

Parrot, M. (2010) Grammar for English language Teachers, Cambridge: CUP Swan, M. and Walter, C. (1997) How English Works, Oxford: OUP

Van Dijk, T.A. (Ed.) (2011) Discourse Studies. A Multidisciplinary Introduction. 2nd Ed. London: Sage Cutting, J. (2015). Language and context in TESOL. Edinburgh: Edinburgh University Press

Coupland, N. (2016). Sociolinguistics: Theoretical Debates. Cambridge: Cambridge University Press. Yule, G. (2010). The study of language (4th ed.). Cambridge: Cambridge University Press

(**N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code.

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Education

Assessment Results (Pass/Fail)	Yes ☐ No ☒
School Assessment Board	CPL
Moderator	M Mullen
External Examiner	H Kuchah
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
Assessment 1 – Presentation (50%)
Assessment 2 – Class Test (50%)
(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	x	x		x		0.5

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class test		x	x	x		2

	Combined Total for All Components	100%	2.5 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)